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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2013-2014**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit: Who We Are - Agenda-Maths** | | | | | **Driving  Supporting Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | **Intelligences** | | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**  . Identifies symmetry in their environment.  . Extends patterns both left and right using objects (with 3 objects, using at least two variables colour and shape).  . Identifies and names numbers from 10 to 20 | | | | | | **Skills:** Observing, Thinking | | | | | |
| **Materials:** Maths notebook, Patterns material… color-shaped material, computer and table games | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date: Week 15** | | | | **Time: 1 block** | |
| **Description** | | | | | | | | | | | |
| **Opening:** Explain the strategy of the agenda to the children. | | | | | | | | | | | |
| **Main Activity:**  **AGENDA**   1. Symmetry in the environment (the ones that need extra support) **Teacher** 2. Teen numbers 17, 18, 19 y 20 3. Extend patterns- both sides (only children that need it) **Teacher** 4. Identifies and names #s 1-20 (summative assessment) **Teacher**   5. Computer: Toy theater  6. Memory Game  7. Sequence cards  8. Ladder | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing:** Expend time at the end to do the “Reflective pause” in terms of autonomy, time management, difficulties, class rules, and solutions. | | | | | | | | | | | |